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much as possible, will find that the author faithfully keeps in his book the promise of the preface. Other teachers, on the contrary, may be repelled by the bulk of the book, and its exceedingly deliberate gait; irregular verbs, e.g., are not touched at all till the fifty-fifth lesson, on p. 194. Each lesson consists of "the French text, which is the pivot of the lesson; a grammar drill, or set of questions, or both; and an English exercise based on the preceding French texts. . . . The questions are also based on the French text, leaving no excuse to the student for not answering them properly."

This French text, to the very last exercise on p. 344, consists of almost entirely disconnected sentences, so that the "proper" answers of the student will depend, not on any power gained by previous work, but on purely mechanical memory work: e.g., "Que dit-on du lac que vous, avez vu?—On dit que le lac que nous avons vu est le plus pittoresque du pays. Que pensez-vous de votre sœur?—Je pense que ma sœur est très généreuse; elle donne à ses amies ses plus jolies fleurs." In this respect the book marks a step backward rather than a step in advance, not only of more recent publications like Efinger and Thieme's or Colin and Sérafon's grammars, but even of older books like Fraser and Squair.

Given the kind of grammar that Mr. François undertook to write, these traits, objectionable though they may appear to some teachers, were most likely inevitable; and it can be freely conceded that the author has succeeded in producing a most painstaking, careful, consistent piece of work, a grammar that should make a strong appeal to those teachers who are in sympathy with the method employed.

Le français et sa patrie. By L. RAYMOND TALBOT. Boston: Benj. H. Sanborn & Co., 1912. Pp. 294.

"To present French which will be easy enough for use early in the first year of study and at the same time be of interest to the pupils" is the very praiseworthy object of the book, and it is undoubtedly true that "both teachers and pupils will certainly welcome information concerning the people whose language they are studying."

This information is attractively conveyed in the first part of the book by a series of dialogues between two young Americans who come together to Paris and go sight-seeing there; in the second part of the book, letters written by one of the two young men to the other, who has left Paris, and also to other friends, take the place of the dialogues, and give interesting glimpses not only of the capital but of other sections of the country. While these accounts and descriptions nowhere reveal a profound understanding of French social and political conditions, they are bright, chatty, and pleasing; they should prove of interest to any wide-awake school or college class, and furnish excellent material for drill in conversation.

That among the host of "facts" stated, some errors should have crept in is scarcely surprising. Thus, p. 61, it was not "en formant la République" that the old division of France into provinces was replaced by the newer one

into "départements"; this change had already taken place under the reign of Louis XVI. The *lapodrida* (p. 157) is most probably neither a Russian word nor a Russian dish, but rather a corruption of *olla-podrida* given even in the Petit Larousse with the definition: "Mets espagnol qui consiste en un mélange de viandes, de garnitures de légumes. . . ." A good many of the statements about schools and education in France must be taken with a grain of salt, since a fundamental confusion seems to exist between a French "university" and an American "college." An American high-school diploma falls far short of covering the amount and grade of work demanded for a French *baccalauréat*, and, e.g., the remark concerning the French students who take up professional study on entering a university, "vous voyez quelle différence; nous disons que c'est mieux d'avoir une éducation libérale avant de commencer les études professionnelles," falls of itself.

These slight slips do not detract from the general usefulness of the book, being certainly no greater than might occur in the actual accounts or real letters of almost any bona fide traveler. More serious objections must be made to the language, which seems to stand in need of careful and drastic revision. It will suffice to quote a few of the many questionable passages that can be found on almost every page: p. 33, "à chaque *opportunité*," for *occasion*; p. 35, "*le caractéristique*" for *la caractéristique*; p. 82, "*l'imprimerie* dans tous ces vieux livres," for *l'impression*; p. 108, "*corrompent les morales* des jeunes Français," for *les mœurs*; "*demeurent dans les dortoirs*," for *sont en pension* (?); p. 153, "j'ai même rencontré des gens qui *n'aient pas* compris le français," for *n'ont pas*, or, perhaps better, *ne comprenaient pas*.

These and similar flaws must be eliminated before careful teachers who feel that "idiomatic French" is attainable only at the price of constant care and vigilance will be able to safely place the book in the hands of their beginners.

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Current Educational Activities. A Report upon Education throughout the World. Being the 1911 volume of "The Annals of Educational Progress." By JOHN PALMER GARBER. (Lippincott's "Educational Series," edited by M. G. BRUMBAUGH.) Philadelphia: J. B. Lippincott Co., 1912. Pp. 387.

As the title shows, this is the second volume of an annual series, the first of which was published last year. The present volume follows the same general plan as the volume of last year. Inasmuch as this plan was outlined and discussed in a review of the first volume in the January number of the *School Review* of last year, it does not seem necessary to duplicate that review. This review will therefore deal briefly with distinctive features of this volume.

The general plan of the author is to give special detailed consideration to a leading educational topic each year. In the volume of 1910 "Vocational Education" and "Agricultural Education" were treated as the special topics